DOCUMENT RESUME

ED 315 119 JC 900 106

TITLE Challenges: The State Board of Community Colleges 1988 Master Plan.
INSTITUTION Florida State Board of Community Colleges, Tallahassee.
PUB DATE 88
NOTE 25p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Role; Community Colleges; *Economic Development; *Educational Needs; Educational Objectives; *Educational Quality; *Long Range Planning; Master Plans; Mission Statements; *Quality of Life; *Statewide Planning; Two Year Colleges
IDENTIFIERS *Florida

ABSTRACT

The Florida State Board of Community Colleges' 1988 Master Plan presents current trends, challenges, and issues affecting the system in order to guide both local and state institutional development and legislation. The first section of the plan reviews population trends, indicating that: (1) population growth will be the most influential trend affecting the community college system, with predictions that 13,416,767 people will reside in Florida by 1992; (2) the Baby Boom generation (age 39-50), the largest growing segment of the population, is expected to continue to expand over the next five years; (3) the enrollment pool will be influenced by higher percentages of lifelong learners and place-bound, part-time learners, an increasing number of female students, and a rising demand for adult and continuing education. Following a statement of the philosophical premise of the community college system, the plan identifies 17 challenges facing the colleges in the areas of quality of education, economic development, and quality of life. These challenges include the following: to continue to support open access for students, to provide high quality academic and vocational education, to reaffirm and strengthen liberal arts general education, to provide sufficient learning resources, to establish coordinated student services, to attract and maintain high quality faculty and staff, to be active partners in the community's economic development, to provide international business education to support Florida's various economic initiatives; and to maintain and expand lifelong learning opportunities. Concluding comments underscore the value of the plan as a springboard for strategic planning. A map, statutory definitions of the mission of the community college system and of a community college, and a list of the members of the Master Plan Resource Committee are appended. (WJT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED315119

CHALLENGES

THE STATE BOARD OF COMMUNITY COLLEGES 1988 MASTER PLAN

JC 900106

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. Bell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FLORIDA
STATE BOARD OF
COMMUNITY COLLEGES
Knott Building
Department of Education
Tallahassee 32399

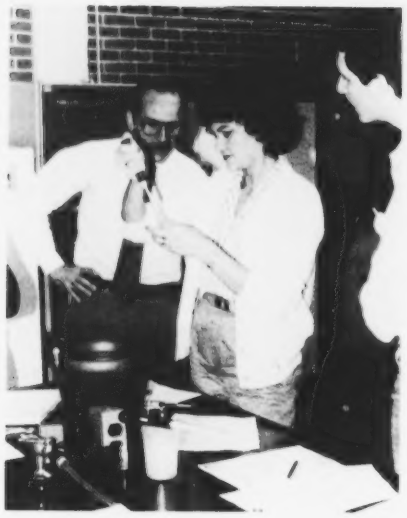
Dear Colleagues:

On behalf of the State Board of Community Colleges, I would like to thank the members of the Master Plan Resource Committee, the presidents of the community colleges and those individuals who took an avid interest in the development of the Master Plan. Without their assistance, participation, and commitment to an educational system that is second to none, this document would not have been possible.

The members of the State Board of Community Colleges have unanimously approved the 1988 Plan. The five-year plan will provide a direction for future deliberations. Issues critical to the System will be further addressed within the framework of the challenges identified in the Master Plan. Strategic plans will evolve from this document addressing the role of the community college system in the areas of quality education, economic development and quality of life.

The Board expresses its appreciation and commendation to the Master Plan Resource Committee, and looks forward to working with the community colleges as we strive to provide quality education for the citizens of Florida.

Clark Maxwell, Jr.
Executive Director
Community College System



Members, State Board of Community Colleges

Mr. Marvin A. Urquhart, Jr., Chair
Panama City

Dr. Philip Benjamin
St. Petersburg

Commissioner Betty Castor
Tallahassee

Mrs. Peggy C. Friedmann
Jacksonville

Ms. Sylvia F. Greene
Tampa

Mr. Fred C. Jackson, Jr.
Jacksonville

Senator Philip D. Lewis
Riviera Beach

Mr. Bobby F. McKown
Winter Haven

Mr. Thomas J. Murphy
Tampa

Mr. Nicholas Sabetto
Port St. Lucie

Mr. Norman D. Tripp
Fort Lauderdale

Ms. Linda D. Vickers
Panama City

Mr. Wendell W. Williams
Avon Park

Table of Contents

		Page
I.	Introduction	1
II.	Trends	2
III.	Philosophical Premise	4
IV.	Quality of Education	5
V.	Economic Development	10
VI.	Quality of Life	12
VII.	Conclusion	15
VIII.	Appendices	16

1988 MASTER PLAN

Planning is a process that one undertakes to identify the probable future and to provide the directions for shaping that future into a preferred future. Florida's Community College System has been involved with planning since 1957, when the first formal master plan was implemented. The 1957 Plan stressed reasonable cost, the open-door policy, and geographic access. Realization of this plan resulted in the establishment of twenty-eight community colleges, placing community colleges within commuting distance of 99% of the population.

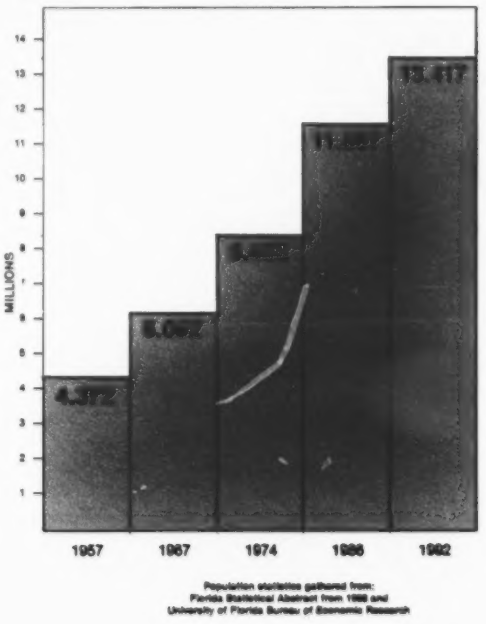
In 1981, a bill was passed mandating the development of a five-year master plan by the Postsecondary Education Planning Commission (PEPC). In conjunction with PEPC, the State Board of Community Colleges also undertook the development of a five-year master plan. The first five-year plan, developed in 1983, focused on improving the existing system by establishing goals and objectives that reflected the needs of Florida's population and the mission of the Community College System. This plan was broad enough to cover all facets of the System's operation yet specific enough to provide direction.

The 1988 State Board of Community Colleges Master Plan consists of challenges stated in broad qualitative terms. The challenges serve as guides for institutional development and substantive and budgetary legislation. This plan was developed by the State Master Plan Resource Committee. The Committee, appointed by the State Board of Community Colleges, collected information on current trends and issues impacting the System.

This information was compiled in a draft document which was then presented at eleven regional meetings. After all hearings were concluded, a finalized draft was submitted to the State Board of Community Colleges Planning Committee, who further reviewed the document. The Plan was then lodged with the State Board of Community Colleges and received final approval.

The Plan is intended to generate further examination of policy issues for on-going strategic planning at both the state and local levels. The State Board of Community Colleges, in its advocacy role, will develop strategic plans on statewide issues that respond to the challenges in the master plan. At the local level, this plan will enable the governing boards of each community college to formulate strategic plans consistent with local needs and state and regional priorities.

FLORIDA POPULATION STATISTICS



Population statistics gathered from: Florida Statistical Abstract from 1988 and University of Florida Bureau of Economic Research

In 1957, Florida had a population of 4,372,000 with 7,224 community college students. Almost thirty years later, Florida has become the fourth largest state with 11, 657,847 (1986) residents and a community college system serving over 750,000 students. By 1992, it is predicted that 13,416,767 people will reside in Florida.

Growth will be the single most influential trend impacting the Community College System. Over the next five years, the System can expect a continued expansion of the Baby Boom (39-50) generation, the largest growing segment of the population, followed by the over 60 group and a fast growing segment of citizens 85 or older. The growth in traditionally aged higher education applicants (18-24) will remain static. By 1992, half of all college students will be over 25 and 20% will be over 35.

The Baby Boomers, who are also in their prime income producing years, further alter the complexion of the community colleges by changing vocations frequently. Coupled with increasing demands for retraining spurred by the technological revolution, community colleges will experience a larger enrollment mix of lifelong learners and place-bound, part-time students. The number of female students will increase as women continue to enter the job market in growing numbers.

Florida's improving economy will continue to grow faster than that of the U.S. and the impact of technology will continue to increase. Employees will need to be literate, able to communicate well, and able to adjust to the constant relearning of new skills.

More leisure time and the desire to improve the quality of life, combined with the projected growth in the Baby Boom group and the over 60 group, have led to a demand for an increase in adult/continuing education. Some predictions are that adult/continuing education will be the major growth area in community colleges in the 1980's and 1990's.

The enrollment mix over the next five years will also contain a higher percentage of minorities.

...a few states with growth projections have noticed that the increased youth cohort is an increased minority pool — 'minority majorities' are possible in the next decade in public schools. (Hodgkinson, All in One System.)

Indeed, a good example of minority majorities can be found in Dade County. In 1985, 45.4% of Dade County's population was Hispanic, 21.0% black, and 35.0% white. By the year 1995, those figures will rise to 47.2%, 21.1% and 33.0% respectively, and in 2000, predictions are that 48.8% will be Hispanic, 21.4% black, and 31.3% white.

This increase in the enrollment mix raises concern when viewed with the declining enrollment of minorities in the public schools and community colleges. Black enrollment has dropped steadily in the Community College System since 1977, with no indications of subsiding.

Concern also exists over the high dropout rate being experienced in the high schools — predictions are that these rates will top 45%-50% in some geographic areas. In addition, teenage pregnancy is increasing. Due to poor prenatal care, children of teenage mothers are prime candidates to be at-risk students, further exaggerating the problems of high school dropouts and illiteracy. Current estimates are that over 2,000,000 Floridians are functionally illiterate; without strong intervention, this trend will continue to accelerate.

Statistics compiled from various sources related to demographics and education.

PHILOSOPHICAL PREMISE

From the inception of the Community College System in the State of Florida, the mission has been to provide a bridge of opportunity for the populace. The primary tenet of a democratic society demands that all the people be granted an opportunity for intellectual, personal, and economic development.

The key to educational excellence in the community college is its ability to respond to the diversity of its students with quality instructional programs. The community college is foremost a teaching institution; faculty provide instruction in a humane, student-centered environment.

Each community college is a unique member of a coordinated statewide system; thus, each responds to the emerging and changing needs of its community.

The future of the State of Florida is directly related to the success of the community college in keeping its door open for those seeking to participate in the full range of the human experience.

Community colleges have extended education beyond the boundaries of the privileged. Economically, geographically, and through an open-door policy, community colleges have bridged a gap between a select few and the majority.

While open access provides opportunity, it does not guarantee success. Inherent in an open-door policy is meeting students where they are, as they are. Proper assessment of students must occur to provide appropriate programs and instructional support.

Challenge. *To continue to support open access for students, providing appropriate assessment, as well as, insuring proper placement and support.*

The primary purpose of the Community College System is to respond to community needs for postsecondary academic education and postsecondary vocational education. This response includes providing lower level undergraduate instruction and awarding associate degrees preparing students directly for vocations requiring less than baccalaureate degrees.

Over seventy percent of students in the upper divisions of the State University System transferred from a community college. Statistics report that these students participate fully in university life and complete the requirements for a baccalaureate degree with a GPA equivalent to native 4-year university students. The community college associate of arts program is the key to a higher education for a substantial number of Florida citizens.

Challenge. *To provide high quality postsecondary academic and postsecondary vocational education, including awarding associate of arts degrees, associate of science degrees, associate of applied science degrees and certificates.*

The Community College System serves the most diverse population in postsecondary education, from pre-college to adult/continuing education to degree seeking students. The challenge is in providing the required diversity of programs. In 1985, 54% of the first-time-in-college students enrolling in the Community College System were referred to college preparatory instruction in at least one of three areas — mathematics, reading or writing. Students who delayed entering college, high school and college dropouts, and underprepared students from the secondary system are placing a tremendous demand on community colleges for college and vocational preparatory instruction.

If education is an equalizer of opportunity, then the Community College System must continue to support underprepared students by providing appropriate college and vocational preparatory programming and allowing sufficient time for successful completion.

Challenge. *To strengthen the college and vocational preparatory studies.*

A liberal arts education is a strong component in the awarding of an associate of arts degree and provides the student with a fuller view of life. It is the foundation of education and the seed that provides relevancy to life situations. Students pursuing either a postsecondary academic or a postsecondary vocational education receive significant benefits from participating in a liberal arts general education program.

Challenge. *To reaffirm and strengthen the liberal arts general education component as essential for providing students with an effective background in the respective disciplines necessary for development of discriminating and cultivated minds.*

Critical to the success of community colleges is the Articulation Agreement that guarantees the transfer of a student with an associate of arts degree from a community college to a state university. In Florida, educational institutions are part of a total system; therefore, policies that encourage coordination and strengthen articulation among all educational systems should be strongly supported.

Challenge. *To continue to strengthen the transfer process across all levels of education.*

A total learning environment is also contingent upon adequate learning resources. To complement classroom instruction, print and nonprint materials, as well as scientific and technical equipment are needed to supplement learning. A commitment to updating our learning resources and providing a creative and comprehensive learning environment for students must remain a high priority. In addition, the full utilization of new technologies requires the development and training of faculty and staff.

Challenge. *To provide sufficient learning resources that complement classroom instruction and the total learning environment.*

Education does not occur in a vacuum. Since students must live in a complex society, colleges are challenged to provide services relevant to the students' total educational experience. To fulfill this function, community colleges need to address the whole person. This goal will require:

- Admission counseling services to assist students in defining and accomplishing personal, academic, and career goals.
- Comprehensive assessment programs to enhance the knowledge, understanding, and skills necessary to meet the individual student's educational goals through appropriate courses.
- Academic advisement programs that will assist students in the development of appropriate educational plans.
- Career counseling and planning programs that will assist students in developing, evaluating, and effectively initiating and implementing their life career plans.
- Financial aid programs that will adequately meet the needs of eligible students.
- Job placement programs that explore the full range of employment opportunities and assist students in presenting themselves effectively as job candidates.
- Orientation programs to aid students in their transition to the institution.
- Retention programs that monitor student progress towards previously defined educational/career goals and provide appropriate support services.

- Co-curricula programs that complement the academic agenda and enhance the educational experience for students.
- Special programs to assess needs in selected areas, set priorities, and provide support services for at-risk students.
- Public information activities that assess the needs of the community and inform the community of the broad educational opportunities.

Challenge. *To establish coordinated student services programs necessary and relevant to support the students' total educational experience.*

The most significant ingredient in accomplishing the mission of the Community College System is faculty. Qualified faculty is the difference between mediocrity and excellence. Therefore, the System must develop plans for the recruitment and retention of qualified faculty. Such a plan would include:

- Expanding recruitment and employment policies that attract quality applicants.
- Providing a salary structure that permits each community college to compete for outstanding employees.
- Developing community college hiring policies to address under-represented populations.
- Developing an employee benefit package that is competitive with other educational systems and governmental agencies.
- Providing an evaluation process that corresponds to mutually agreed upon goals.
- Maintaining an ongoing assessment process through which outstanding faculty and staff are identified and rewarded.
- Providing an ongoing program of staff development and retraining as an integral part of professional development.
- Developing an equitable system of salary, assessment, and professional development for adjunct faculty.

Challenge. *To attract and maintain high quality faculty and staff to carry out the mission of the Community College System.*

Adequate educational facilities also are critical to the learning process. The predicted growth in Florida's population, especially the increased emphasis on adult/continuing education, college preparatory, and adult pre-college education, is placing continuing demands on community colleges for more facilities. Moreover, the high utilization of existing facilities has also prompted the need for increased maintenance, repair, and renovation.

Challenge. *To provide educational facilities that produce a learning environment conducive to positive educational outcomes.*

The economic viability of communities is directly related to the quality of education and training provided by community colleges. The uniqueness of the Community College System allows it to provide dynamic leadership and creative vision for responding to the needs of business and industry. Global economic competition, rapid technological changes, and demographic shifts in the general population and in the workforce are trends affecting employers throughout Florida. These trends demand expanding cooperation between business and community colleges.

The economic environment of each community is reflected in the program and structure of the local community college. The local educational partnership of the college with business and industry supports and stimulates the economic development of the respective community. An appropriate integration of employer and employee needs generates a vibrant community composed of competent citizens committed to the work ethic and social responsibility.

To accomplish this, community colleges need to be designated economic development centers for training and technical assistance. As economic development centers, community colleges would:

- Provide the leadership to respond quickly with quality programs to the training and retraining needs of the business community.
- Continue to develop cooperative arrangements with business in the use of faculty, equipment, and other resources.
- Provide start-up technical support to new and expanding industries.
- Respond to the dislocation of employees that may be created by changing economic patterns.

Challenge. *To be active partners in the economic development of the community.*

A comprehensive educational system must be able to provide an education that will enable the student to function and thrive in a complex society. To accomplish this, the Community College System must remain flexible in its response to local training needs and in translating those needs into viable educational programs.

Challenge. *To develop a comprehensive educational system that is relevant to the current and emerging community development and training requirements.*

To support the economic interests of Florida, the Community College System must continue to develop international education agreements and integrate international business concepts into the college curriculum. Florida's location positions it to compete successfully with other international markets, specifically the Caribbean Basin.

Challenge. *To provide international business education to support various economic initiatives of the State of Florida.*

The success of business and industry is tied to the successful use of new technologies. The community colleges must move aggressively to incorporate the methodology of new technologies into the curriculum. As centers of innovative technology, community colleges should also encourage a humane and creative environment. In order to meet these needs, community colleges need to:

- Provide professional training and work sabbaticals to support the integration of new technologies within the institution and the Community College System.
- Increase access to information through the use of new technologies for faculty, students, and the business community.
- Utilize technologies to become more cost effective and to increase productivity.
- Provide state-of-the art equipment for the centers of innovative technologies.

Challenge. *To establish community colleges as centers of innovative technology.*

Education is the avenue through which individuals can enrich their professional and personal lives. In that regard, all education — credit and noncredit — can be viewed as enhancing the quality of life. However, a significant number of programs speak directly to the enrichment of life. An important role of the Community College System is to offer programs in community educational or community instructional services, adult pre-college educational, as well as, recreational and leisure time activities, which are not directly related to academic or occupational advancement.

The Community College System must be flexible and responsible in identifying specific community needs and issues, as well as, providing a forum for addressing problems and stimulating creative solutions. Community colleges should utilize their resources to foster a sense of individual and community identity, self-esteem, pride, and responsibility. To achieve these goals, community colleges must:

- Develop programs designed to meet the needs of Florida's growing senior citizen population.
- Strengthen the recruitment and retention of students, especially minorities, by providing support for child care programs and services.

- Provide re-entry programs for women seeking to return to the labor force.
- Provide a diversity of cultural experiences in the visual and performing arts.
- Provide programs that increase the ability of citizens to participate in a democratic society and become aware of their social responsibility to the community in which they live.
- Provide information, in cooperation with other agencies, to the community regarding health practices and issues.

Challenge. *To maintain and expand community services through which specific community needs and issues are addressed.*

Trends indicate that the major growth area in education in the 1980's and 1990's will be in adult/continuing education. With the increasing life expectancy of adults, Florida's population of lifelong learners is rapidly expanding, creating a compelling need for appropriate educational programs.

Being educationally responsive to lifelong learners is a role of the Community College System. Community colleges must be creative in their offerings and ready to utilize alternative ways of providing educational opportunities that are responsive to the needs of lifelong learners.

Challenge. *To maintain and expand lifelong learning opportunities.*

With the high school dropout rate increasing, adult illiteracy is a growing concern. Further development of educational programs addressing specific needs of those citizens in this segment of society is critical. Community colleges are well suited to respond to the needs of this adult population by:

- Providing and coordinating educational programs and mobilizing resources to address and reduce adult functional illiteracy.
- Providing appropriate programs for non-English speaking students.
- Leading efforts to modify the current funding formula to more accurately address funding needs.

Challenge. *To provide pre-college adult education (where authorized) that meets community needs.*

A fundamental premise of the Community College System mandates the provision of educational opportunities to all who choose to participate in a learning environment. Many students would have no access to postsecondary education without the wide range of innovative programs and services provided by community colleges. Recruitment and retention of at-risk students requires that specific academic counseling, realistic career advisement, and special academic programs be provided. Development of appropriate programs is required to support at-risk students, especially blacks, Hispanics, and handicapped students in achieving their educational goals.

Recruitment and retention of minority faculty and students must remain a primary objective of the Community College System. Equitable consideration must be given to minority faculty, administrators, and support staff in all matters of employment and promotion. Community colleges need to:

Develop exemplary programs for the recruitment and retention of black and other at-risk students.

- Develop a more comprehensive college preparatory program specifically to increase the probability of academic success of at-risk students.
- Establish academic counseling and career advisement to meet the unique needs of handicapped, black, and Hispanic students, and other at-risk students.
- Provide systemwide facility and program access to all handicapped students.
- Establish a system for appropriate career placement of each handicapped student.

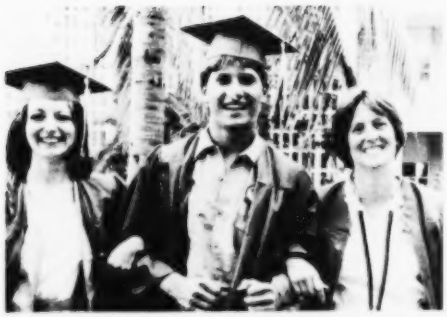
Challenge. *To ensure that the concept of equal access and equal opportunity is maintained and strengthened as it relates to educational and employment opportunities.*

Conclusion

The community college mission, established in state statutes, accurately reflects the programs that the System must provide to meet the needs of the community. The primary mission of the Community College System continues to be "responding to the community needs for postsecondary academic and postsecondary vocational education," including awarding of associate of arts degrees, associate of science degrees, associate of applied science degrees, and certificates. In addition, community instructional services, adult pre-college education, and recreational and leisure time services remain a vital part of the community college mission.

The 1988 State Board of Community Colleges Master Plan contains seventeen challenges, which emanated from the mission statement and from issues identified through public hearings and system involvement. Through the challenges, the Master Plan provides a framework for further examination of policies and issues impacting the Community College System before recommending specific actions. It is the intent that the Master Plan serve as the "spring board" for additional strategic planning by each community college and the State Board of Community Colleges.

All budgetary and substantive legislation needs to find basis in the Master Plan. However, it is through the development of strategic plans that the research and fact finding will emerge which will provide the documentation for legislative requests. Inherent in all challenges is the



provision of resources. Whether it is educating the under-prepared student or providing pre-college support services to our students, the System must have adequate resources. The resolution of such a problem lies in recognizing the magnitude of the issues. The State Board of Community Colleges, through its committee structure, should undertake to prioritize issues, conduct further research and make specific recommendations in relation to meeting the challenges issued in the Master Plan. Each community college, through its local governing board of trustees, should undertake the same activity — ensuring that the System's activities are consistent with the overall mission statement, while emphasizing the uniqueness of each institution.

In five years, the Master Plan should be revisited. At that time, trends may dictate a change in direction and mission. The challenges may be different and the procedures for establishing a basis for proposed legislation in the Master Plan may be altered. However, for the next five years the 1988 State Board of Community Colleges Master Plan will serve as the guiding document, providing a framework, direction, and basis for the Community College System to move forward into the 1990's, to shape the probable future into a preferred future.

APPENDIX A
FLORIDA COMMUNITY COLLEGES

1. **PENSACOLA JUNIOR COLLEGE**
   Pensacola, Florida
2. **OKALOOSA-WALTON JUNIOR COLLEGE**
   Niceville, Florida
3. **GULF COAST COMMUNITY COLLEGE**
   Panama City, Florida
4. **CHIPOLA JUNIOR COLLEGE**
   Marianna, Florida
5. **TALLAHASSEE COMMUNITY COLLEGE**
   Tallahassee, Florida
6. **NORTH FLORIDA JUNIOR COLLEGE**
   Madison, Florida
7. **LAKE CITY COMMUNITY COLLEGE**
   Lake City, Florida
8. **FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE**
   Jacksonville, Florida
9. **SANTA FE COMMUNITY COLLEGE**
   Gainesville, Florida
10. **ST. JOHNS RIVER COMMUNITY COLLEGE**
    Palatka, Florida
11. **CENTRAL FLORIDA COMMUNITY COLLEGE**
    Ocala, Florida
12. **DAYTONA BEACH COMMUNITY COLLEGE**
    Daytona Beach, Florida
13. **SEMINOLE COMMUNITY COLLEGE**
    Sanford, Florida
14. **LAKE-SUMTER COMMUNITY COLLEGE**
    Leesburg, Florida
15. **PASCO-HERNANDO COMMUNITY COLLEGE**
    Dade City, Florida
16. **ST. PETERSBURG JUNIOR COLLEGE**
    St. Petersburg, Florida
17. **HILLSBOROUGH COMMUNITY COLLEGE**
    Tampa, Florida
18. **POLK COMMUNITY COLLEGE**
    Winter Haven, Florida
19. **VALENCIA COMMUNITY COLLEGE**
    Orlando, Florida
20. **BREVARD COMMUNITY COLLEGE**
    Cocoa, Florida
21. **INDIAN RIVER COMMUNITY COLLEGE**
    Fort Pierce, Florida
22. **SOUTH FLORIDA COMMUNITY COLLEGE**
    Avon Park, Florida
23. **MANATEE COMMUNITY COLLEGE**
    Bradenton, Florida
24. **EDISON COMMUNITY COLLEGE**
    Fort Myers, Florida
25. **PALM BEACH JUNIOR COLLEGE**
    Lake Worth, Florida
26. **BROWARD COMMUNITY COLLEGE**
    Fort Lauderdale, Florida
27. **MIAMI-DADE COMMUNITY COLLEGE**
    Miami, Florida
28. **FLORIDA KEYS COMMUNITY COLLEGE**
    Key West, Florida

APPENDIX B
COMMUNITY COLLEGE MISSION STATEMENT

STATUTORY DEFINITIONS

1. Definition and Mission of the Community College System

240.301, Community colleges: definition, mission, and responsibilities. —

(1) State community colleges shall consist of all public educational institutions operated by community college district boards of trustees under statutory authority and rules of the State Board of Education and the State Board of Community Colleges. A community college may be authorized by the State Board of Education to operate a department designated as an area vocational education school. A community college may be authorized by the State Board of Education, or through an agreement with a local school board, to operate an adult high school.

(2) The primary mission and responsibility of public community colleges is responding to community needs for postsecondary academic education and postsecondary vocational education. This mission and responsibility includes being responsible for:

(a) Providing lower level undergraduate instruction and awarding associate degrees.

(b) Preparing students directly for vocations requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Vocational education in the community college shall consist of programs leading to an associate in science degree and other programs in fields requiring substantial academic work, background, or qualifications. A community college may offer vocational programs in fields having lesser academic or technical requirements if it is designated by the State Board of Education as an area vocational school or if such programs are coordinated with the local school district through an agreement with the school board.

(3) A separate and secondary role for community colleges includes the offering of programs in:

(a) Community educational services or community instructional services which are not directly related to academic or occupational advancement.

(b) Adult pre-college education, when authorized.

(c) Recreational and leisure services.

(4) Funding for community colleges shall reflect their mission as follows:

(a) Postsecondary academic and postsecondary vocational education programs and, when assigned to community colleges, adult pre-college education programs shall have first priority in community college funding.

(b) Community education service or community instructional service programs shall be presented to the Legislature with rationale for state funding. The Legislature may identify priority areas for use of these funds.

(5) Student fees for the provision of instruction shall be charged as follows:

(a) No matriculation or tuition fees shall be charged for adult basic or vocational preparatory instruction for students who demonstrate literacy skills below

(Continued)

the eighth-grade level or for adult basic, high school, or vocational preparatory instruction for students who have not obtained high school diplomas. All other students with high school diplomas or the equivalent who take adult basic, high school, or vocational preparatory instruction shall pay matriculation and tuition fees.

(b) Required fees shall be set annually in the General Appropriations Act. When college preparatory and vocational preparatory instruction are provided in the same class section, the community college may charge a single fee for both types of instruction.

(c) All students enrolled in college preparatory instruction shall pay fees equivalent to the fees charged for credit courses.

(d) No fees shall be charged for citizenship instruction offered through community instructional services.

(e) Fees for recreation and leisure time courses shall be equivalent to the student's proportional share of the costs associated with the provision of such instruction.

(6) Community colleges are authorized to offer such programs and courses as are necessary to fulfill their mission and are authorized to grant associate in arts degrees, associate in science degrees, certificates, awards, and diplomas.

2. Definition of Community Colleges:

228.041, Definitions. —

(11)(b) Community Colleges. — Community colleges shall consist of all educational institutions which are operated by local community college district boards of trustees under specific authority and regulations of the State Board of Education and which offer courses and programs of general and academic education parallel to that of the first and second years of work in institutions in the State University System, of vocational education, and of adult continuing education.

3. Statement of Purpose and Mission of Postsecondary Education:

240.105, Statement of purpose and mission. —

(1) The Legislature finds it in the public interest to provide a system of higher education which is of the highest possible quality; which enables students of all ages, backgrounds, and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional, graduate, and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal coordination and the wisest possible use of resources.

(2) The mission of the state system of postsecondary education is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

APPENDIX C
SBCC MASTER PLAN RESOURCE COMMITTEE
STATE BOARD OF EDUCATION

SBCC Master Plan Resource Committee

Dr. Robert W. Ramsay, Chair
President
North Florida Junior College

Dr. Suzanne Richter, Vice Chair
Dean of Instruction
Miami-Dade Community College
Wolfson Campus

Ms. Claudia Burton
English Professor
Tallahassee Community College

Dr. Donald A. Dellow
Dean of Instructional Affairs
Chipola Junior College

Dr. Leo Diaz
Associate Vice President
Student/Academic Support
Hillsborough Community College

Ms. Terry Hatch
House Committee on Higher Education

Ms. Amy Hendricks
Student
Tallahassee Community College

Dr. Alma Hires
Director, Economic Development
Hillsborough Community College
Dale Mabry Campus

Dr. William Michael Hooks
Vice President, Planning,
Research and Development
Valencia Community College

Dr. E.A. "Ned" Johnson
Dean, Adult/Continuing Education
Seminole Community College

Dr. Robert Judson, Jr.
Vice President
Pasco-Hernando Community College

Mr. Rudy Murray
Occupational Professor
Florida Community College
at Jacksonville

Dr. Edgar C. Napier
Vice President for Institutional
Resources and Campus Operations
Florida Community College
at Jacksonville

EX-OFFICIO MEMBER
Dr. Stafford Thompson
Senate Education Committee

DIVISION OF COMMUNITY COLLEGE STAFF

Dr. L. Kim Porter
Policy and Planning Analyst

Ms. Connie Graunke
Planning and Research Associate

Members, State Board of Education

Honorable Bob Martinez,
Governor

Honorable Jim Smith,
Secretary of State

Honorable Bob Butterworth,
Attorney General

Honorable Bill Gunter,
Treasurer and Insurance Commissioner

Honorable Gerald Lewis,
Comptroller

Honorable Doyle Conner,
Commissioner of Agriculture

Honorable Betty Castor,
Commissioner of Education

State of Florida
Deparment of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

This Publication was produced at an annual cost of $4,580.28 or $1.31 per copy to inform the community colleges and public of the community college system's mission.

ERIC Clearinghouse for Junior Colleges
MAR 8 1990